

# Moor House School Behaviour Policy

## July 2016



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<b>This Policy Is To Be Read By:</b>	All Moor House School Staff who work with students in years 3-11.
<b>Subsequent Review Dates:</b>	Annually
<b>Most Recently Reviewed By:</b>	Assistant Head Teacher / Principal
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### Introduction and Guiding Principles

We aim to create a welcoming, caring environment where relationships are based on respect and on developing positive self-esteem in each person.

The staff at Moor House School have high expectations of good behaviour and view good behaviour as an essential contribution to the educational experience and achievement of the students and to their happiness and well-being while in school.

We actively promote good relationships, self-discipline, consideration for others, tolerance, good manners, social responsibility, physical safety and emotional well-being, and all staff teach this as part of school life. All members of the school community have an important responsibility to help achieve this.

We recognise and reward good behaviour and look to celebrate the achievements of all our students.

We recognise that behaviour can be a communication of need, and that there must be opportunities to address those needs on an individual basis. We understand that some forms of more challenging behaviour exhibited by young people may be their attempt to manage their emotions, and this needs to be addressed sensitively.

We value the positive contributions from all members of the Moor House School community, and particularly appreciate the support of families to promote positive behaviour.

### Statement of Expectation

**Students are expected to follow the School Rules, which are:**

- Treat other people with respect, by listening to them and accepting they have contributions to make
- Give your very best effort in everything you do
- Follow reasonable staff instructions
- Show consideration for everyone's safety, property and feelings
- Behave in a safe, sensible, manner
- Arrive on time to lessons and activities with the appropriate equipment.

**Staff are expected to support the students, and the aims of this policy, by:**

- Modelling good behaviour, polite manners and a respectful attitude
- Acting with kindness and as a positive role model
- Treating students fairly, taking into account the circumstances and the specific needs of each individual student

- Appreciating everyone's efforts and contributions
- Familiarising themselves with the staff "Code of Conduct", and the standards of their own professional bodies.

#### **Parents and guardians are expected to support the school, by:**

- Working in partnership with staff to ensure good behaviour
- Informing staff of any concerns
- Responding to concerns raised by members of staff
- Ensuring students come to school correctly equipped and prepared for work.

#### **Recognising and Rewarding Good Behaviour**

Students should be recognised and, where appropriate, rewarded for their good behaviour and effort. The greatest reward can often be a simple word of thanks or commendation. Encouraging language and praise, both in the classroom and around the school, is very important – as is recognition on a personal level.

We operate a range of systems whereby all staff can recognise, reward and record occurrences of good behaviour, effort and achievement – see Appendix 2 for further information.

#### **Effective Behaviour Management**

This is done by two main methods; antecedent strategies, whereby staff use a positive approach and seek to set the student up for success and thus avoid poor behaviour, and consequence-oriented strategies, to reward good behaviour and to demonstrate the consequence of poor behaviour.

Moor House School staff that work with students receive training in effective behaviour management as part of their induction programmes, and many are also trained in positive handling techniques by Team Teach Ltd on a regular basis.

All staff will use the following strategies for effective behaviour management:

- + Establishing clear rules and expectations about standards of behaviour from the outset, with these displayed
- + Using positive language and reward systems (see above) to motivate and acknowledge good behaviour
- + Using choice direction, e.g. "Simon, you can either work quietly, or you can come up and sit with me.", as long as the staff member feels that the student can cope with being given choices
- + Using pause direction, by gaining the student's attention first, before giving them the direction
- + ~~Using a THRIVE approach to respond~~ Responding to a child's situation in a way that supports their emotional and social development, taking into account these underlying needs
- + Giving clear notice or directions for any changes in routine or expectations
- + Providing rules for unstructured times and meal times
- + Changing the seating arrangement where this is felt to be the cause of a problem
- + Recognising the warning signs / triggers and taking action to avoid problem behaviour from occurring
- + Teaching the student themselves to recognise these warning signs, and to take steps to deescalate the situation
- + Providing 'Take-up Time' to allow a student to comply with expectations, without humiliating loss of face
- + Providing opportunities for 'Time Out' to lower arousal, with calming fiddle toys, scribble pads, music, chewing
- + Providing a familiar adult for the student to touch base with on a regular basis to discuss how things are going
- + Using assertive behaviour and a confident tone of voice, without this becoming autocratic
- + Using a tone of voice that conveys controlled severity for unacceptable breaches of behaviour
- + Using 'partial agreement', and not having to 'win' the battle of who gets the last word
- + Using a range of reasonable and proportionate responses to, and consequences for, poor behaviour.

#### **Support for students**

Where staff identify that a student has particular behavioural difficulties, staff will support the student by holding meetings with the team around the child so that the management of student behaviour may be discussed and agreed collaboratively, so that intervention is consistent, specific, targeted and subject to regular monitoring and review.

These meetings may be 1:1 meetings with staff or full Case Discussion Meetings with all members of the student's Key Group present. Meetings may also be held with the student's family to discuss the issues and form an agreed approach.

The agreed approach may be formalised in a Behaviour Plan (also known as a Positive Handling / De-escalation Plan).

The student will also be supported by considered referrals to the following: psychotherapy service in the school, an Educational Psychologist, or a CAMHS assessment where appropriate.

### **Support for staff**

In addition to effective behaviour management training provided as part of the induction process for all staff members, and Team Teach training for the majority of the staff that work with students, Moor House will also support staff by:

- + Providing formal debriefs / offloads for staff, where this need is identified.
- + Providing a School Counsellor / Psychotherapist who can discuss behaviour concerns with staff
- + Provide access to the school's consultant Educational Psychologist for concerns about behaviour

### **Home/School Agreement**

~~When a student starts at Moor House School the expectations relating to behaviour are discussed with the student and their family, and the expectations for each person are explained.~~

~~These expectations are set out on page 1 of this policy, and also in in the Home/School Agreement which the student, their family, and a member of school staff will sign when the students start at Moor House School. This document is then stored in the Student File on the school network.~~

### **Statement of Expectation**

The School has a Statement of Expectation relating to behaviour. The expectations are set out on pages 1 & 2 of this policy.

These expectations around behaviour should be followed by all students, staff, parents and carers. The Statement of Expectations will be displayed around the school buildings and on the School website and will be given to parents and carers of students new to MHS&C when they start.

### **Consequences for Poor Behaviour**

Staff have a range of behaviour management responses and also consequences (sometimes called sanctions) available for poor behaviour as shown in Appendix 3.

All members of staff are responsible for helping maintain high standards of behaviour, and should be aware of these responses and consequences. Staff have a duty to apply these with fairness and consistency, and in a manner that is appropriate and proportionate to each individual situation.

Where the use of behaviour management responses has not been able to resolve the poor behaviour, staff may issue one of the consequences (sanctions) listed below. Normally a sanction will need to be recorded in either the Detention Book or the Sanction Book.

### **Serious Misbehaviour**

Staff must notify a member of the Senior Management Team in cases of serious student misbehaviour, which includes:

- Theft, which is both serious and understood by the perpetrator to be wrong
- Bullying (defined as deliberate unkindness on multiple occasions – read associated Anti-Bullying Policy)
- Repeated non-compliance with a reasonable request or instruction from a member of staff
- Leaving the school premises without permission (read associated Missing Students Policy)
- Smoking
- Alcohol abuse
- Drug abuse
- Possession of an item that is prohibited, or banned, in school
- Serious physical assault or threats to another student or member of staff
- Deliberate damage to school property or the fabric of the building

- Racial, gender, discriminatory or any other form of serious abuse to another student or member of staff which is clearly understood by the perpetrator and delivered with malice
- Serious verbal abuse (including swearing) directed at another student or member of staff which is clearly understood by the perpetrator and delivered with malice
- Sexual inappropriateness (read associated Child Protection Policy).

The appropriate sanction for such misbehaviour will be determined by the Senior Staff member, taking into account the situation or context in which the behaviour arose, in addition to the behaviour history of the individual student. The member of staff will also take into account the impact that the serious behaviour may have on other students.

Malicious allegations against staff will also be taken very seriously and may incur a serious sanction.

Where an incident of serious misbehaviour has implications around safeguarding; the incident will be reported and acted upon in accordance with the Safeguarding procedures. These are clearly defined in the Safeguarding, including Child Protection, Policy- see Appendix 5. Where it is necessary for external agencies to be involved, MHS&C will follow guidance given around safeguarding.

### **Power of Search and Prohibited Items in School**

The law allows school staff to search without consent for prohibited, or banned, items in school. These items are shown below. Any searches for prohibited items should be carried out with a member of Senior Staff present.

- Mobile devices with a digital camera or video recording and/or internet connectivity and/or gaming abilities, unless these features have been securely disabled in a manner that prevents students from accessing them
- Knives and weapons
- Alcohol
- Tobacco, cigarettes, cigarette papers, lighters, E cigarettes and other smoking related items
- Medicines or homely remedies that have not been authorised by the school Healthcare Department
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit an offence, or cause personal injury / damage to property.

This is made clear in the Department for Education document *“Behaviour and Discipline in Schools – Advice for Headteachers and School Staff”* on page 9 (see Appendix 1 for further information).

### **Confiscation of Property**

The law allows school staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects the staff member from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully.

This is made clear in the Department for Education document *“Behaviour and Discipline in Schools – Advice for Headteachers and School Staff”* on page 9 (see Appendix 1 for further information).

### **Monitoring**

Behaviour in school will be monitored on an ongoing basis by staff; ensuring good behaviour is everyone’s responsibility.

Form Tutors and Key Workers are responsible for being aware of and managing the behaviour of the specific students that they are responsible for, taking into account the ‘whole picture’ of the child and their specific needs.

Standards of behaviour across the school will be examined in half-termly reports to the Every Child Matters committee, with data about the number of detentions, exclusions, racial incidents and bullying incidents being reported and compared to data from previous years. These reports will also include data on student achievements.

### **Review**

This policy will be formally reviewed annually, by a multidisciplinary team of staff from across the school’s departments, to check that it continues to represent our aims and practices. This team will be led by the Assistant Headteacher and the Head of Residential Care.

All students will be asked, through the School Council, about their views on the standards of behaviour in the school, and their views on this policy, and to suggest amendments or improvements.

We will know the policy is effective if standards of behaviour remain high, and if stakeholders feel confident about the reward systems, behaviour management strategies and consequences available to be handed down for misbehaviour. This is assessed annually as part of a survey which staff and parents complete.

Heads of Department will also monitor the success of this within their departments throughout the year and provide feedback to SMT if they have concerns about consistency of application.

## **APPENDIX 1 – Sources and Other Documents**

This policy links with the following other policies, which should also be read:

- Anti-Bullying Policy
- Safeguarding, including Child Protection, Policy
- Missing Students Policy
- ~~Home/School Agreement~~ Statement of Expectation
- Code of Conduct
- Exclusion Policy

### **Sources**

- *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff*  
Published by the Department for Education, July 2013  
<http://www.education.gov.uk/aboutdfe/advice/f0076803/guide-for-heads-and-school-staff-on-behaviour-and-discipline>
- *Education and Inspections Act 2006, Section 94*
- *Education Act 1996, Section 550ZA (3)*

### **Note:**

In line with the requirements as set out in the Special Educational Needs and Disability Act 2001 (Section 13) reasonable adjustments will be made by the school in the implementation of this policy to ensure that no child is discriminated against as a result of any disability. These adjustments may include the use of behaviour plans and strategies for individual students and staff training on aspects of behaviour management.

## APPENDIX 2 – Methods to Recognise and Reward Good Behaviour

<u>Reward</u>	<u>Notes</u>	<u>Recording System</u>
Immediate verbal feedback and positive body language	Praise begins with the frequent use of encouraging language, both in class and around the school, so positive behaviour is instantly recognised and acknowledged - publicly or discreetly - depending on the nature of the student.	Not formally recorded.
Positive written feedback on student's marked work	Can be tailored to the nature of the student.	Recorded on the work.
Compliments from other students	Staff encourage students to reflect on the work of their peers, and provide positive feedback and compliments where appropriate.	Not formally recorded.
House Points	<u>Awarded as follows:</u> 1 x house point for good work 2 x house points for excellent work 3 x house points for outstanding work	Recorded by Class Team and contributes to House Point totals.
Certificates in Assembly	Staff may award certificates for good work, for distribution in weekly assemblies.	Recorded on certificates.
Display of Good Work	Determined by the subject teacher, and tailored to the nature of the student.	Recorded on the walls.
In-Class Reward Systems	Each Class Group may have their own In-Class system. e.g. "Golden Lines" at Key Stage 2.	Recorded by Class Group.
Positive Postcards	<del>Staff can write a Positive Postcard about a student's effort or achievement – they will let the student know, and post the card home to their family.</del>	<del>Recorded by School Office.</del>
Achievement Book	Staff can have a student's effort or achievement recorded in the Achievement Book, which will be read out in weekly assemblies and available for all to see in the Reception Area.	Recorded in the Achievement Book.
House Points Voucher	£5 voucher for the student with the highest house point total in each class, awarded in House Point Assemblies at the end of every half term.	Recorded in House Point logs.
<del>Principal's Progress</del> Headteacher's Award	<del>£10 voucher</del> An award for the student who has made the most progress in the half term whether that be in academics, attitude or behaviour, <del>based on</del> nominations from staff. Awarded in the half-termly House Point Assembly.	Recorded in Assembly presentation.
Buddy & Mentor Programme	Students in Key Stage 4 who demonstrate good behaviour may be chosen to work as a Mentor with a new younger student, to help them in their first year.	Recorded in the Buddy Mentor Programme files.
Senior Awards	Students in Key Stage 4 who demonstrate good effort, attitude and behaviour will be nominated to become a Senior Award Holder – either Bronze, Silver or Gold – with associated privileges and responsibilities.	Recorded in the Senior Award log and display board.
Cups and Shields	These will be awarded in the final assemblies of the year in the Summer Term.	Recorded in the Cups and Shields log.

## APPENDIX 3 – Behaviour Management Responses and Consequences (or Sanctions)

<u>Response / Consequence</u>	<u>Notes</u>	<u>Recording System</u>
Serious eye contact or other non-verbal cues	Sometimes simple body language is sufficient to let the student know they are making the wrong behavioural choice.	Not formally recorded.
Verbal reminders or warnings	Verbal reminders or warnings should be delivered neutrally to avoid confrontation or escalating a situation.	Not formally recorded.
Relocation / seclusion	A student could be asked to work by themselves in a different part of the room, or removed from the group for a period of time.	Not normally formally recorded.
Keep the student back for 1 to 5 minutes	A student could be kept back for a short period of time, or asked to attend at the end of school, by the staff member in charge of the lesson or activity for a reflective discussion or simply a time penalty. (Ensure breaktime / lunchtime staff know.)	Not formally recorded but may be shared with the Key Group.
Loss of privileges	Privileges that could be withdrawn include in-class privileges (e.g. computer time) and outside of class privileges (e.g. cannot go on trip out / birthday trip).	Care time: Sanction Book
Being required to do a service to the school	An example of this might be a student being required to perform a litter picking activity, as a consequence for their own littering behaviour.	Depends upon the nature of the behaviour.
<del>Early Bedtime</del>	<del>Early Bedtime sanctions are given by members of the Residential Care Team to residential students for poor behaviour in Care Time.</del>	<del>Recorded in Sanction Book.</del>
Breaktime Detention	Breaktime Detentions are given for unacceptable behaviour or effort. The staff member writes the student's name into the detention book and the student has to attend a 15 minute detention in a morning breaktime, where they complete part of a Detention Letter.	Recorded in Detention Book.
Breaktime Detention Letter Sent Home	When a student has received 3 detentions over the course of a term, the Detention Letter will be sent home to their family for them to read.	Recorded in Detention Book, and PDF saved in student file.
Sent to Senior Staff	If a staff member feels it appropriate to do so, the student can be sent to a Senior Staff member who will speak to the student about their behaviour. (This should be used sparingly, to avoid undermining the teacher's own authority).	Depends on the nature of the situation.
Report Card	A member of a student's Key Group may propose placing them on a special Report Card to monitor their behaviour and attitude over the course of the day, for 1 to 8 weeks. This should be considered by other key staff before implementation.	Recorded on Report Card and saved in student file.
Notification of Parents	Staff may contact parents by telephone or by email to let them know if a student's behaviour has been particularly problematic, and to seek their support.	Recorded in email / telephone log.
Confiscation of Property	If a student is causing disruption with an item of property a staff member may confiscate this, returning it at a later time or date.	Depends on the nature of the situation.
Individual Behaviour Plan	This is not a punitive measure, but rather a system to help the student and the associated staff manage the problem behaviour consistently and effectively.	Recorded in the student file.
Removal of Status	A student with special status, e.g. a Senior Award or a Buddy & Mentor Programme participant may have this status removed if their behaviour warrants it; staff considering this consequence should do so in consultation with SMT.	Recorded on relevant programme log.
After School Detention	A teacher may issue an after school detention – outside of normal school hours – for a Friday afternoon, for serious problem behaviour. The teacher should be prepared to supervise this. Parents should be informed of the detention in advance so they may make suitable travel arrangements. For further information refer to the Department for Education document " <i>Behaviour and Discipline in Schools – Advice for Headteachers and School Staff</i> ", p.8-9 (see Appendix 1 for further information).	Recorded in Detention Book.
Physical Intervention	This should only be done with the minimum force for the shortest time, and always with the best interests of the child as the paramount consideration. Physical intervention should only be used as a last resort when there are no other ways to keep a situation safe, and in line with the Team Teach training ethos.	Reported immediately to SMT and recorded in the Restraint Book.
Exclusion: internal or external, half day or longer	For cases of serious misbehaviour exclusion is a potential consequence. Only the Principal may exclude a student (refer to Exclusions Policy).	Recorded in the Exclusions Log.